INRW for Non-Native Speakers Fall 2016
Fall 2016,
CRN# 20860

Instructor contact information
(Phone number and email address)
Lucy Castillo 713-7187161
Lucy.castillo@hccs.edu

Office Location and Hours
Office hours: By appointment
HCCS Southeast Campus
Course Location/Times
TUES/THURS 3:00 P.M. to 6.15 P.M.
Angela Morales building Room # 313.1

Course Semester Credit Hours (SCH) (lecture, lab) If applicable
Credit Hours 3.00
Lecture Hours 3.00
Laboratory Hours 2.00
Total Course Contact Hours 80
Continuing Education Units (CEU): if applicable
N/A
Course Length (number of weeks) 16 WEEKS

Textbooks:
Peter Gardner, New Directions: An Integrated Approach to Reading, Writing, and Critical Thinking

Course Description:
This course is a combined 2 hour lecture/3 hour lab course designed to develop ESL students’ reading, critical thinking and academic writing skills. The focus of the course will be on applying critical reading skills for analyzing and retaining material and developing written work appropriate to the audience, purpose, and length of an assignment. This course emphasizes vocabulary acquisition, including comprehension of figures of speech and the effect of diction on the author’s tone. This course is designed to prepare non-native students for college level reading and writing-intensive courses, including ENGL 1301. Students will learn to write effective, logical essays, utilizing textual support to develop a thesis.
Lab required. The course fulfills TSI requirements for reading and writing. Students who successfully complete this course will qualify to take ENGL 1301.

Learning Objectives leading to the SLO’s above:

1.1 Interpret the directions given in a topic; understand how to address typical academic topics in terms of key words: discuss, examine, analyze, consider, argue
1.2 Independently apply pre-writing, drafting, and revising steps of the writing process
1.3 Compose an effective thesis that addresses a particular audience and purpose
1.4 Address atopic thematically (rather than rhetorically) by incorporating more than one rhetorical pattern in an essay to develop a thesis
1.5 Compose and format according to MLA guidelines essays between 500-1500 words
2.1 Employ a variety of sentence structures effectively, with emphasis on coordination, subordination, and embedded clauses
2.2 Correctly punctuate sentences with multiple clauses
3.1 Locate textual evidence in reading material to support a thesis or topic sentence
3.2 Demonstrate ability to accurately quote from the text
3.3 Demonstrate ability to paraphrase textual evidence (sentences and paragraphs)
3.4 Demonstrate ability to summarize lengthy texts of up to 5,000 words
3.5 Integrate textual evidence into student’s own writing, including citing the source correctly
3.6 Demonstrate a rudimentary understanding of MLA and APA citation conventions
4.1 Identify language-use errors
4.2 Devise strategies for self-remediation
4.2 Apply editing skills to correct specific grammar, sentence structure, capitalization, and punctuation errors
5.1 Identify the main idea of a passage and restate it in the student’s own words
5.2 Comprehend the rhetorical structure and development of a passage; recognize patterns of organization, such as narration, comparison/contrast, illustration/example, definition, cause/effect, and argumentation
5.3 Locate specific textual information, make complex inferences; be able to describe, analyze, and evaluate the information across texts of different lengths
5.4 Recognize specific supporting details, informed opinions and facts, fallacies, and biased language
6.1 Identify the targeted audience of a reading passage
6.2 Identify the author’s purpose in a text
6.3 Recognize the author’s tone in a text
7.1 Recognize the meanings of vocabulary words in context by applying knowledge of word formation
7.2 Recognize the meanings of vocabulary words by applying knowledge of word families
7.3 Understand connotation and denotation, figurative language (e.g. simile, metaphor, hyperbole, irony, personification), and recognize the effect of diction on the author’s tone

Grading

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Writing assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Journals</td>
<td>20%</td>
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<tr>
<td>Classwork</td>
<td>10%</td>
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<tr>
<td>Finals</td>
<td>20%</td>
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</tbody>
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100%
Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Homework/Assignments:

Homework/assignments are due at the beginning of class. Homework that is not complete will not be accepted and will result in a lower grade. You are responsible for all work that you missed while you were absent. Missed examinations or quizzes: Please do not be absent on testing days

CLASSROOM BEHAVIOR

Treat your classmates and teacher with respect. Use English. Make the most of your class time by actively participating in discussions and activities. Turn off your cell phone during class. If you are expecting an emergency call, ask your instructor's permission to leave your cell phone on vibrate.

Do not speak while the instructor or other students are speaking. No texting in class.

Violations of these rules may result in expulsion from class and/or loss of points on graded assignment. Part of being prepared and participating in class is having a textbook. You must have the textbook assigned in this course.

Use of Camera and/or Recording Devices:

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs.

Misuse of Electronic Devices in the Classroom:

The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use of such devices for purposes other than student learning is strictly prohibited. If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the Dean of Student Services.

EGLS3: Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be
made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

HCC Policy Statement:

Academic Dishonesty

Any form of copying, cheating, or plagiarism will result in a grade of 0 for the assignment. The instructor will decide whether to permit you to make up the work, and under what circumstances it might be made up. If you are charged with academic dishonesty, pleading ignorance of the rules will not help you.

Penalties and/or disciplinary proceedings may be initiated by HCC officials against a student who is accused of scholastic dishonesty. “Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

See the HCCS Student Handbook for further information.

HCC Policy Statement: Attendance

According to the HCC Student Handbook, you may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For Intensive English if you exceed a total of 4 classes (12.5%) of absence in any class, including labs, you can be dropped from all Intensive English classes. This will make F1 students out of status and cause visa problems. Please email me if you are absent and talk to me on your return to find out the work that you missed.

Tardiness and in-class time absence

Classes and tests begin on time. Lateness of ten minutes or more counts as class or lab absence. Three tardies (lateness) = 1 absence. Lateness after break times, leaving early or disappearing during class or lab are also counted as absences. Texting, using social networking sites, or other improper use of technology during class time or lab time are also counted towards your absences (1 warning = 1tardy).

HCC Withdrawal Deadline

To drop a class, you must speak with the teacher or an advisor.

Note: International students will be out of status if they drop or are dropped from their classes and may have to return to their countries. Speak with a counselor or an advisor before dropping classes to make sure you understand the procedures.

HCC Policy on Students Repeating a Course for the Third Time

Grades of IP or F are failing grades; the student will have to repeat the course. A student who fails a class for the second time must receive a grade of F for that class.
Students who repeat a course for three or more times will have to pay a higher tuition fee at HCC and other Texas public colleges and universities.

If you are having trouble in class, talk to your teacher and get help from a tutor.

Get other assistance from a counselor before withdrawing or for advice if your grades are not passing. Students should get help so that they will not fail.

**HCC Policy Statement: ADA**

Services to Students with Disabilities Students who require reasonable accommodations for disabilities are encouraged to report to the Disability Support Service Office. Please see this website for more information: http://hccs.edu/student-rights

**Discrimination**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.